

Developing an approach to teaching and learning in History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

NC 2014

- Inspiring pupils' curiosity to know more about the past
- Equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement
- Developing a love for history

Teaching and learning at Wormley CofE Primary School intends to encourage children to ask questions and to follow lines of enquiry, sparked by curiosity through 'living history' experiences and authentic and replica artefacts.

We encourage children to notice carefully, think deeply and demonstrate their learning in a variety of ways: reports, models, drawings, presentations, fact files, stories etc.

Learning can be recorded in the children's history books, artistic logs, class topic books, a class folder, video etc. Cross-curricular links should be made where possible. At least one piece of quality writing from the history topic should be recorded in the children's writing books.

Understanding of the world and the concept of history begins in the Early Years. Children are encouraged to talk about past and present events in their own lives and in the lives of family members. They learn that other children don't always enjoy the same things, and are sensitive to this. They learn about similarities and differences between themselves and others, and among families, communities and traditions.

(ELG 13 – People and Communities)

Understanding of the world, past, present and future begins in the Early Years. Strong links with our local museum support learning about our local history.

KEY CONCEPTS

We teach 7 key concepts across KS1 and KS2.

Activities and experiences are planned so that children develop a deeper and more secure understanding of these key concepts over time. These are planned for within our history topics and enrichment activities. They vary slightly in KS1 to KS2.

KS1

1. CONTINUITY AND CHANGE – Understand some changes in history and suggest reasons for them
2. CAUSE AND CONSEQUENCES – Identify and describe some causes and results of historical events, individuals, situations and changes studied in the past
3. SIMILARITY AND DIFFERENCE – Identify (and suggest reasons for) similarities and differences
4. SIGNIFICANCE – Suggest reasons for some individuals, events, situations and changes in the past being important (and why they might be more important than others)
5. EVIDENCE (historical enquiry) – Question and infer from a range of historical sources understanding that this process is part of finding out about the past
6. HISTORICAL INTERPRETATIONS – Identify different ways in which the past is represented (and suggest reasons for this)
7. MAKING CONNECTIONS – Make links between historical events, individuals, situations and changes studied

1. CONTINUITY AND CHANGE – Understand how and why change occurs in history, how and why things stay the same, and analyse trends
2. CAUSE AND CONSEQUENCES – Identify, describe reasons for and results of historical events, situations and changes studied in the past
3. SIMILARITY AND DIFFERENCE – Identify and explain similarities and differences within and across different past periods and societies
4. SIGNIFICANCE – Understand why some events, individual’s situations, changes, societies and periods are considered significant
5. EVIDENCE (historical enquiry) – Understand the methods of enquiry, including how evidence is used to make historical claims
6. HISTORICAL INTERPRETATIONS – Understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed
7. MAKING CONNECTIONS – Identify links across and between different periods and between different categories eg, economic, political, social

DEVELOPING THE SKILLS/DISPOSITIONS OF A HISTORIAN

We share some key skills/dispositions of historians in order to encourage them to think and behave like a historian.

Curiosity	Be curious about the world and the past. Ask questions and wonder why
Active Listening	Give your full attention to what different people say, taking time to understand the points being made and asking questions as appropriate
Investigative and research skills	Investigate new information for both current and future problem-solving and decision-making
Analytical and interpretive skills	Analyse information gathered in order to interpret what you have found out
Critical Thinking	Use logic and reasoning to identify the strengths and weaknesses of alternative ideas, conclusions or approaches to problems
Judgment and Decision Making	Consider the positives and negatives of actions to choose the most appropriate one
Collaboration	Work with others to learn and achieve more
Writing	Communicate effectively in writing for the needs of the audience.
Speaking	Talk clearly to others to convey information effectively.
Social Awareness	Have an interest in human behaviour, culture and society. Recognise that people see things in different ways.
Persuasion	Persuade others to change their minds or behaviour based on your evidence

This is the ‘sandwich approach’ to historical learning

HISTORICAL ENQUIRY Always engage pupils in a valid historical enquiry or puzzling question
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Knowledge Always include knowledge of: <ul style="list-style-type: none"> • People, events and developments • Chronology and features • Historical terms 	Understanding Always include understanding of: <ul style="list-style-type: none"> • Evidence • Interpretation • Cause • Change • Similarity/difference • Significance
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COMMUNICATION Always require pupils to organise and communicate their learning
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MASTERY IN HISTORY

We want our pupils to gain some mastery over the history they study. They do so by returning to the key concepts each time they study history, so deepening their understanding of the concepts, e.g. knowing that they can look for causes and consequences. We also want them to attain some mastery of the knowledge in each topic. We do this with a *Time Capsule* – a time line, a set of cards with the names of time periods on one side and images from the same time periods on the other. At the start of the topic, children revisit images from previous studies and talk about what they have learned previously as they place the images on the time line e.g. recognition of an Egyptian pyramid – recall what they have learned about the pyramids – place the image on the timeline – talk about burial and death in Ancient Egypt.

KEY FACTS

For each topic, there are ten key facts which we want the children to learn.

COMMUNICATING LEARNING

Children present and communicate their learning to peers and families on our 'living history' day when classrooms are set up by the children as museum galleries. Children prepare artefacts, presentations, talks, dances, quizzes, information sheets, food etc. to share knowledge gained through their enquiry. They pose their families the same enquiry question.

ASSESSMENT

Teachers assess pupil progress against assessment criteria on Insight. This informs teachers what concepts need further teaching and development.

KEY VOCABULARY

AD Agriculture Ancient civilisations Archaeology Aristocracy Artefact BC Bronze Age Calendar Causation Century Change Church Christianity Chronology Colony Conquest Continuity Court Dark Ages Decade Democracy Discovery Diversity Emigrant Emperor Empire Execution Explorer Global Gods / Goddesses Hunter-gatherer Immigrant International Interpretation Invasion Invention Iron Age Islam King/Queen Local Long ago Metal-working Migration Missionary Monarchy Monastery Museum Myths and legends Nation Oral history Parliament Past Peasant Pope Prehistory Present Primary evidence Rebellion Republic Revolt Sacrifice Secondary evidence Settler Significance Slave Stone Age Torture Traitor Treason Yesterday

Following are some exemplars for planning ...

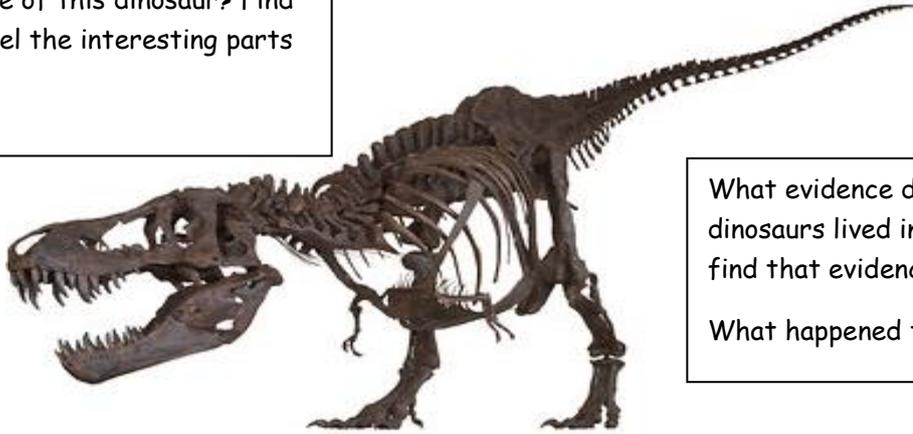
Exemplar 1 **How do we know dinosaurs lived in the past?**

Notice and question: Look at the dinosaur skeleton. What do you notice? Look at his tail. Why is it so long? Look at his legs and arms? What do you notice? Look at his head. What do you notice? Where are the eyes on the head?

What is the name of this dinosaur? Find out about it. Label the interesting parts of the dinosaur

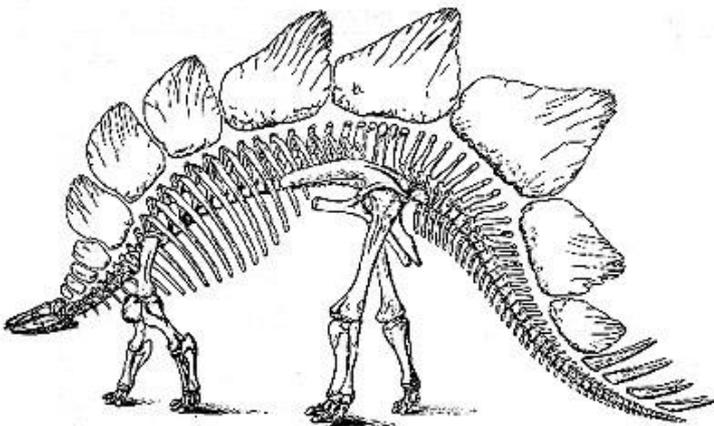
Notice and question: Look at the dinosaur's teeth. What do you notice? What do you think the dinosaur eats? Why do you think that? Is it a herbivore, an omnivore or a carnivore? Find out more about other similar dinosaurs.

Write a factfile about a dinosaur.



What evidence do we have that dinosaurs lived in the past? Where do we find that evidence?

What happened to the dinosaurs?



Notice and question: Look at the dinosaur's teeth. What do you notice? What do you think the dinosaur eats? Why do you think that? Is it a herbivore, an omnivore or a carnivore? Find out more about other similar dinosaurs. **Write a report about a dinosaur.**

Notice and question: Look at the dinosaur skeleton. What do you notice? Look at his tail. Why is it so long? Look at its back. What can you see? Why are they there? Look at his head. What do you notice? Where are the eyes on the head?

What is the name of this dinosaur? Find out about it. Label the interesting parts of the dinosaur

Are there any creatures today that look like dinosaurs?

Are there relatives of the dinosaur alive today?

Who was to blame for the Fire of London in the 1600s?

Notice and question:
What do you notice in this picture? Do you recognise any buildings? How would you describe the buildings? What is the water? What do you notice about the fire? How are they fighting the fire? What time of day is this?



Read: What do you find out from Samuel Pepys' diary entry on September 2nd 1666? Where did the fire start? How does it say it started? Why are people frightened?

Find out where and when the fire started. Create a timeline of key events in the Great Fire of London. Write a chronological report of the fire.

By and by Jane comes and tells me that she hears that above 300 houses have been burned down tonight by the fire we saw, and that it is now burning down all Fish Street, by London Bridge. So I made myself ready presently, and walked to the Tower; and there got up upon one of the high places, . . . and there I did see the houses at the end of the bridge all on fire, and an infinite great fire on this and the other side . . . of the bridge So down (I went, with my heart full of trouble), to the Lieutenant of the Tower, who tells me that it began this morning in the King's baker's house in Pudding Lane, and that it hath burned St. Magnus's Church and most part of Fish Street already. So I rode down to the waterside . . . and there saw a lamentable fire. . .

Imagine you are there. Write a diary account of the night you see the Great Fire.

How do we know this picture is a scene from the past?
How do people/objects/places differ from today?
Find a picture of this place today with Google maps. What has changed?

Find out more about who might have started the fire. There have been many rumours about the way that it started!
Read some different accounts...

What can we learn about Ancient Egypt from an Egyptian sarcophagus?

Notice and question: Look carefully at the image. What do you notice? Look carefully at the details. What is it? What is it made from? What is it for? What is inside? What is it called?

What does this tell you about traditions in Ancient Egypt?

Research the image - who is it?

Notice: Is there writing on the sarcophagus? What style of writing did the Ancient Egyptians use? Try some.

Notice and question: What do you notice about the lid of the sarcophagus? What colours is it painted in? The colours suggest royalty. Why? What do you notice about the mask? Who is the mask for? What does the figure hold in its hands? Why? Who does this belong to?

Research this and **create a presentation to tell the story of this image**



Why were some Egyptian pharaohs buried in pyramids and others deep in the ground?

Why were there lots of objects and food in the tombs?

Write a report about traditions and death in Ancient Egypt.

On 26th November 1922, Howard Carter, archaeologist, made the discovery of Tutankhamun's tomb, saying, 'As my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues and gold - everywhere a glint of gold.'

Notice and question: What does he see in the tomb? Why are these things in there?

Find out more about Egyptian tombs. Imagine you discover one. **Write an account of staring inside for the first time.**

Make a model of a sarcophagus and mummy. What materials will you use?

Notice: Look at the make-up of the Ancient Egyptians.

Using an authentic style, make a death mask for a pharaoh.

Notice: Look closely at the mummy. What do you notice? How is it made? What has happened to the body?

Research how a mummy is made. **Write instructions to mummify a pharaoh.**

What can we learn about belonging from the Celts?

Notice and question: How would you describe the house's shape? How is the structure made? What is the roof made of? What are the walls made of? How is the space inside used? Are there separate rooms?

Find out more and label the house's key features.

Notice and question: Notice the people inside. Who would live here? How long ago did people live in houses like this? What did they eat? How did they clothe themselves? How did they cook? What jobs did they do? Why did people live together in small settlements? Who was in charge of the group of people?

They were well groomed. Find out more.

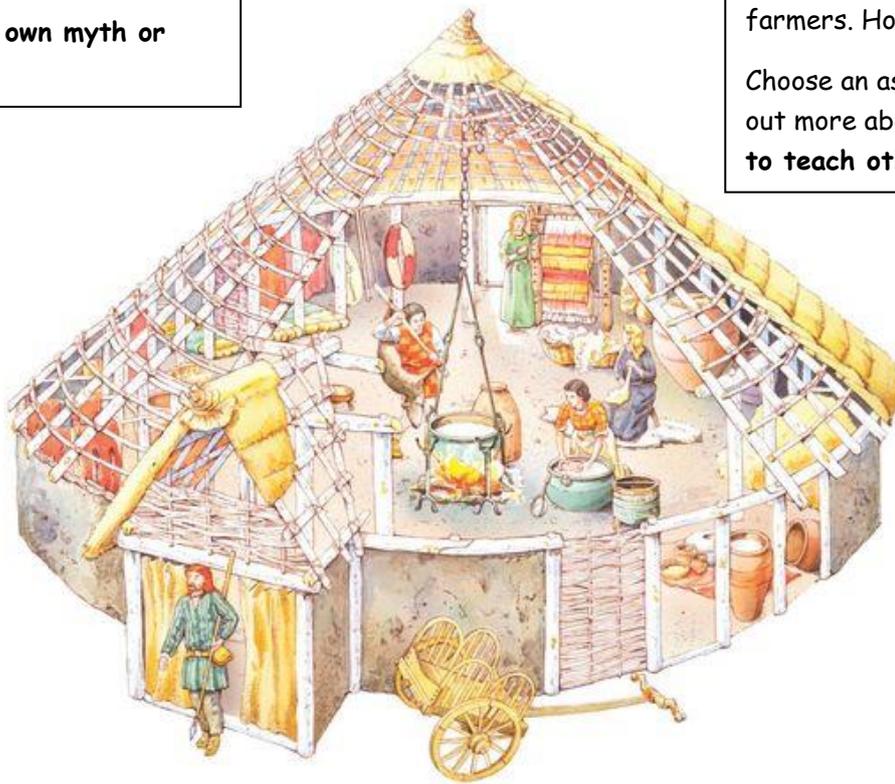
Find out some facts about the Celts. **Write a report about Celts and their lives together as a community.**

Read some Celtic myths and legends.

Write your own myth or legend.

Notice: These people appear to be farmers. How can you tell?

Choose an aspect of Celtic life to find out more about. **Create a presentation to teach others about your research.**



Make an authentic model of a Celtic Roundhouse?

Each Celtic tribe had its own language. Why is this? Where did they come from?

They loved to trade and were wealthy. How do we know this? They traded exotic goods such as olive oil and grapes for wine with the Greeks in exchange for furs, tin, salt and amber.

Julius Caesar embarked in wars with the Celts because he wanted their money.

They developed weapons to fight their enemies. Find out what sort.



It is thought that the Celts created the famous *Tin Road* which began in Massalia (Marseilles) and spread to Britain, and the *Amber Road* through the Moravian Gate into modern day Danzig.

Research this some more to find out why they are called the *Tin Road* and the *Amber Road*.

Historians think they mirror the paths of their Sun God. They were most likely used by the Romans.

Find out about what they used to eat.

Make an authentic dish.

How can the pots tell us that the Ancient Greeks were a civilised society?

Notice and ask questions: What do you notice about the shape of this pot? Is this a typical shape? What do you notice about the colours on the pot? Are these typical colours? What do you notice about the patterns on the pot? Are these typical patterns? What is the pot made from? What was the pot used for?

Write a letter to persuade others that they can learn a lot from looking at Ancient Greek pots.

Recreate a 2D image using pencil, paint, crayon, collage etc

Find out about how olives grow.

Try some different types.

Find out what dishes they are used in - make one.

Imagine you work for a museum...

Print a copy of the image and label important points of interest.

Legacy: Find out about the Ancient Greek new system of rule - democracy. Find out about the first Olympic Games. Find out about the Ancient Greek myths and legends. Find out about the Ancient Greek gods and goddesses. Find out about Ancient Greek theatre.

Create a presentation to teach others what you have learned.

Notice and ask questions: What do you notice about the image painted on the pot? How many people are there? Who are the people? What are they wearing? What are they doing? What is their job? Research this pot on the internet - British Museum site - to find out more

Create a presentation to inform others about an aspect of Ancient Greek life as depicted in a pot.

Make your own pot in a similar style using clay, papier mache, mod roc etc.

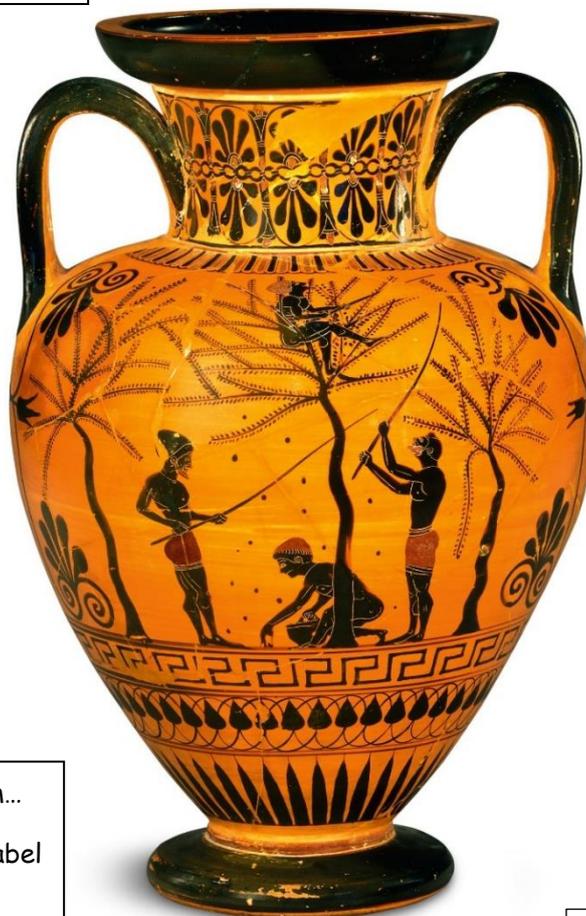
Draw your own pot to show another aspect of farming you have researched.

Write a story for one of the characters on the pot.

Read it to a friend.

Research: Find out about the city-states of Athens and Sparta. Find out about their laws, customs, rulers. How did they differ? How were they similar? Was one culture more civilised than another? Why do you think that? What do we mean by 'civilised'?

Which city-state was the most powerful? Why?



How do the Vikings deserve to be remembered?



Notice and question: What do you notice about the shape of the longboat? What is it made from? What is the tall pole for? Where do the Vikings sleep? What are the holes in the side for? How was the boat powered? How long is it?

Research some key facts about the longboat. Draw and label one.

What do we know about the Vikings? Where did they come from? Why did they leave their country? Why did they invade other countries?

Write a news report about a Viking invasion.

Notice and question: Read the two accounts of the Vikings. What do you notice about the different tones? Who is telling the truth?

Research more perspectives about the Vikings. How should the Vikings be remembered? Raiders or traders?

Write a balanced account of how we should remember the Vikings.

The Vikings were vicious warriors and raiders. One January day, the longboats arrived at our Christian monastery at Lindisfarne in Northumbria, in north-east England. Northumbria is an English kingdom, and its monasteries are famous for books, art and treasures. When the Vikings attacked, they burned buildings, stole treasures,

The Vikings should be remembered as some of the greatest shipbuilders in history - and for good reason. Advanced carpenters, the Vikings produced ships that were faster, slimmer and lighter than their contemporaries. Perhaps most revered is their invention of the "longboat" which as the name suggests was a long boat that was capable of carrying up to 60 Vikings and able to both land and take off from shore swiftly.

Make a model of a Viking longboat.

Notice: Where did the Vikings raid in England? What did they do when they arrived? Where did they settle? What did they do here? Did the Vikings travel to our local area?

Create a presentation about some key aspects of Viking life.